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Live, Love and Learn Together. Growing with God, in Knowledge and Faith

SEND SEF/ Information Report to Governors 2021/22

The period of COVID 19 lockdown has presented challenges for SEND pupils and their families with rates and patterns of attendance causing challenges for all groups of pupils particularly in the second half of the Autumn term.

Pupils on roll 125 EHCP 5 (Above National and over school tipping point) SEND- 27 SEND 22% (Above Nat)

Efficient Use of resources:

effective.

- There is a robust and costed provision map now in place it is used consistently by all staff shared with parents and reviewed with parents. There have been 2 reviews of IEPs shared with parents, 1 in person and 1 via telephone. IEPs have been sent home and are in each child's file.
- The provision map provides a clear overview of the identified needs in the school. It is a working document and shared with staff and is available on the school IT system. As intervention changes this will need to be amended.
- Any areas of concern are addressed and information regarding SEN pupils is shared with staff and used to inform next steps following monitoring. All staff receive copies of reports as they arrive with highlighted information to add or address in support or intervention.
- Comprehensive assessment data- Teacher assessment, Accelerated Reader data in KS 2, Spelling age scores, Phonic assessments support accurate and early identification of children with additional needs in close liaison with the Teacher Assessment, completed half termly. This ensures that intervention can be addressed by being increased, redirected or stopped if progress is good.
- School uses a wide range of data to identify barriers to learning. The effectiveness of classroom teaching and attendance impact are considered before an assumption of SEND is made. The attendance of pupils with SEND needs is closely tracked and reviewed half termly to ensure that the impact of persistent non-attendance can be prevented.
- School makes use of its own SEND Screening tools to support SEND identification.
- These will be completed by the SENCO and will help support the identification of SEND and area of need. This ensures that all children recorded as needing SEN support have identified additional learning needs:
RENPREW; To identify possible Expressive and Receptive language needs. To be purchased
BVPSS- Non-verbal assessment of underlying ability and language skills.
TVPS: To identify possible Visual processing difficulties.
CTOPPS-2- Screener for phonological needs. (Dyslexia).
Memory; Long/short term memory difficulties.
SANDWELL Maths; Maths Age to indicate possible maths difficulties/dyscalculia.
- Interventions that are used have a positive impact and these are tracked half termly by the SENCO.



Precision Teach	Whole School
SALTS	Whole School
ELSA	Whole School
LEARN TO MOVE	Whole School
NURTURE PROVISION	Whole School
TOE BY TOE	Year 3 – 6
Power of 2 Numeracy	Year 3-6

- Evidence from observations and INSIGHT data shows that interventions are well delivered and support staff are highly skilled with a clear understanding of the needs of the pupil and the impact of the intervention but they must be delivered more consistently to have a greater impact particularly in KS1 where the impact of 3 pupils with highly complex SEMH needs, requiring significant 1:1 support, has impacted consistency. This is being addressed through changing TA support across afternoons to provide TA leaders delivering single interventions.
- There is a graduated approach to intervention. Class, group and 1:1 support is balanced.
- The SENCO completes focused impact-based case studies. These are used in a reflective manner to improve intervention as well as demonstrating progress made. See Case studies- 4 completed
- The use of alternative provision is rarely used. Currently school are leading in providing Alternative provision on site for 1 complex SEMH pupil
- School use a range of data to identify barriers to learning – including types, rates and patterns of bullying (2021 -2021 Autumn Term no incidents involving SEND pupils). Levels of attendance for pupils with SEND (2021 Autumn term) Whole School SEND attendance 94.2% NON-SEND Attendance: 96.9%). Whole school attendance has improved, but there has been an impact caused by COVID.
- A reduced timetable has been used for 1 pupil both prior to Christmas and currently. The LA are aware and in agreement with this, school will seek to increase attendance in response to positive progress with emotional regulation and in line with additional support funded by the LA.
- Exclusion data is monitored by the SENCO. In the period summer term to Autumn term 2021 there were 2 fixed term exclusions for 1 pupil with identified SEMH and EHCP. There was a permanent exclusion for 1 pupil with an EHCP and complex SEMH. In discussion with the LA the exclusion was rescinded following agreement of Specialist provision. (Exclusion ANALYSIS DOCUMENT)
- All pupils, if excluded, have an SEMH support plan. Further exclusions would lead to a PSP and increased intervention in partnership with parents. There is 1 PSP in place and 1 SEMH plan in place for 2 KS1 pupils.
- Robust transition procedures are in place, so that identified pupils' needs are met.

1:1 meeting with SENCOs from Preschools and Secondary Schools.

Meetings with Reception Parents May/June.

Enhanced transition visits agreed with reception/Secondary schools.

Yearly transition 'Moving Up Day'.

Identified 'vulnerable' pupils received Social Story with photos. Completed Annually.

'Keeping you in Mind' cards sent to identified pupils during the Summer Holidays.

- Key Attachment Adult Identified'. Engagement with pupils and families is highly effective. Transition in September was replanned, and target pupils were supported from July to ensure the start of school was positive and well managed. The impact of this was all pupils by the start of Week 2 in September were identified for intervention and being supported in school.
- Parents and carers are fully involved in structured conversations about their child including assessment and identification of SEND need. Parents complete a questionnaire prior to school SEND meeting to discuss next steps for their child.
- Parents are made aware of courses both locally and nationally. Additionally, parents are offered information on impartial advice such as SENDIASS.
- Pupils with SEND are fully involved in whole school pupil voice and contribute to their IEP.
- Pupils with SEND have full opportunities to attend afterschool clubs, with Time for Talk targeted only at pupils with SEND needs by invitation only. (8 pupils from KS 1 and KS 2.)

- School uses a variety of person-centred tools to support outcomes;
 - one-page profiles.
- The SENCO is trained in delivering Person Centred Review and facilitates these for the 6 pupils with EHC Plans.
- Parents are able to request a meeting with the SENCO to discuss a variety of issues and support offered has included: -

Counselling	Housing	Relate	Young Carer support
CAMHS	Family Support Service	MOSAIC	Health
Homestart	WAVES		

Personal Development, Behaviour and Welfare: effective.

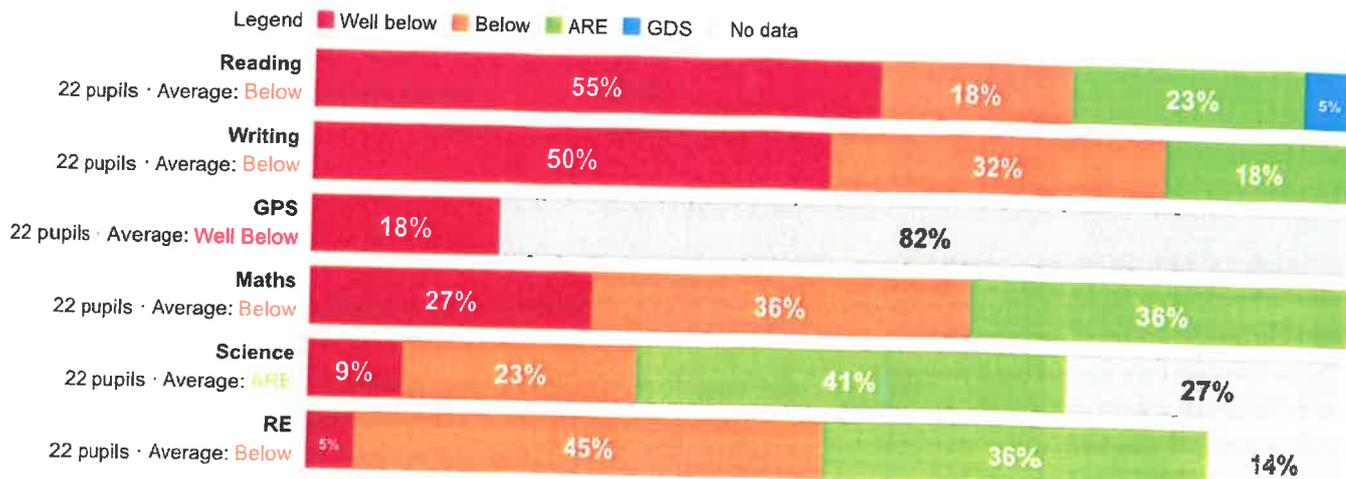
- The school has a highly effective holistic approach to SEND. Provision is responsive to the needs, development and well-being of pupils.
- A teacher has completed Lead Mental health Practitioner training and has prepared a school action plan and is developing a behaviour and relationship whole school approach to develop the whole school behaviour policy and link this with other staff training such as the STEPS therapeutic behaviour support
- Pupils with SEND receiving SEMH intervention make good progress. This evidenced in the good behaviour of pupils and in the most complex cases their successful inclusion within all aspects of school life and learning. (See case studies.)
- Rates and patterns of exclusions are not disproportionate SEND, rather they reflect complex challenging and difficult behaviour evident in school. They reflect the complex SEMH needs of pupils and the agreed reduction in timetables and graduated return has been supported as the correct response by the EP and LA inclusion team.
- Attendance of SEND pupils is closely monitored. SEND Attendance Autumn 2021 97.5%
- Part-time timetables are used rarely. This is agreed as part of a multi-agency planning meeting with the involvement of parents. Attendance is increased as rapidly as possible following regular reviews. (Summer 2021-Autumn term 2021) 1 pupil with SEMH on a reduced timetable. This pupil has an EHCP and the SEN team agreed a reduced timetable following repeated exclusions, FTE and agreed specialist provision.
- School operates outstanding safeguarding procedures. Staff are vigilant, highly consistent in implementing policies, procedures and practise.
 - HT and 2 DSLs.
 - Whole Staff Updates: Sep 2021. Ongoing safeguarding modules half termly.
 - CP 2021: - 0 CP Conferences: - 0
 - CIN: - 2 CIN Meetings: - 4
 - LAC: - 0 PEP: - 0 LAC Reviews: - 0

Outward Facing.

- Outside agency support is engaged appropriately and advice is used to positive effect to secure outcomes for the most complex/vulnerable pupils.
- SENCO has an excellent knowledge of the different agencies acting as the lead professional/liasing with agencies to achieve positive outcomes for families.
- The SENCO is a Local Authority SENCO Champion offering support to new SENCOs in post.
- The SENCO is working with the LA SEND project.
- The SENCO is a regular panel member for the LA in EHC request assessments.
- The school is outward facing and regularly engages critically with developments in practise.
- 4 members of staff completed STEPS training to support working with children who have complex SEMH.
- Staff CPD has been identified as an area of need- support from the inclusion team is being used to support understanding of dyslexia and teaching of spelling using metacognition.

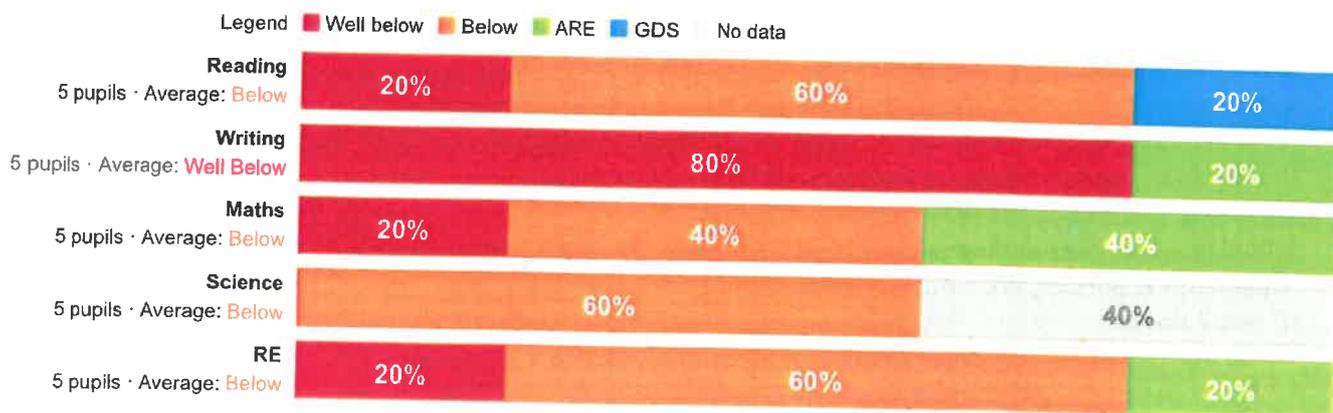
Intervention SEND Data Sep to Dec 2021

Pupils with SEND



Attainment Overview for Pupils with EHC Plan - 2021-2022 Autumn 2 - Main Assessment

Pupils with SEND



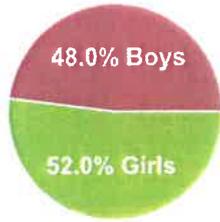
St Catherine's Roman Catholic School

Demographics 2021-2022

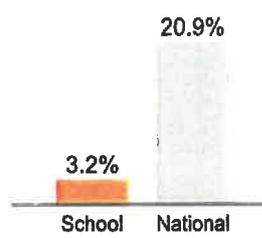
Number on Roll



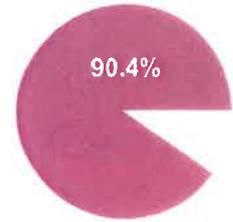
Gender



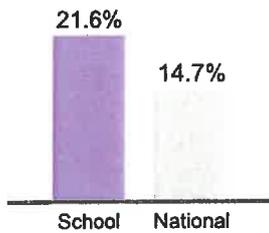
EAL



Joined in Reception

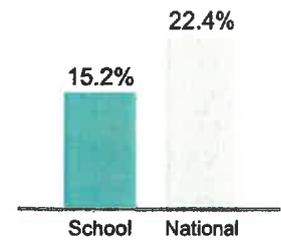


Pupils with SEND

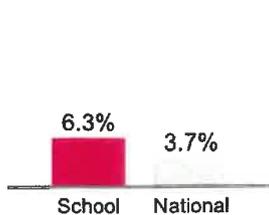


	# Pupils	% Pupils	National
SEN Support	22	17.6%	12.6%
EHC Plan	5	4.0%	2.1%

Ever 6 FSM

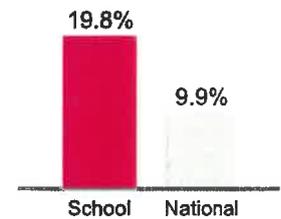


Absence Rates



	School	National
Overall absence rate	6.3%	3.7%
- Authorised absence rate	5.0%	2.6%
- Unauthorised absence rate	1.4%	1.0%

Persistent Absence



ⓘ School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

ⓘ Percentage of pupils who miss 10% or more sessions.

Year Groups

Year Group	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Reception	14	3	11	0	4	2	3	0	4.6%
Year 1	14	5	9	0	4	3	3	2	11.3%
Year 2	22	12	10	2	10	1	4	1	6.0%
Year 3	19	10	9	0	7	3	3	0	2.8%
Year 4	21	10	11	2	12	4	3	1	5.3%
Year 5	19	9	10	0	10	5	4	1	9.1%
Year 6	16	11	5	0	1	1	2	0	4.7%

